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ABSTRACT

The level of bilingualism of high school students entering Ottawa bilingual programs after having attended early- or late-immersion French programs in elementary school was evaluated by comparing student test scores to outside criteria. On a reading and grammar-based test, the immersion students did not perform as well as native francophone students, but performed creditably by comparison. Tests of speech skills showed that the majority of students are able to communicate but with some hesitation, errors, and vocabulary limitations. Speech skills appeared to be the least well-developed, and listening comprehension was the strongest skill. (Twelve data tables and two figures are appended.) (MSE)

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WHAT IS THE FRENCH PROFICIENCY OF IMMERSION STUDENTS REALLY LIKE?

Catherine Pawley
Ottawa Board of Education

Research Report 86-07

December 1986

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TABLE OF CONTENTS

	Page
INTRODUCTION	1
PUBLIC SERVICE COMMISSION TESTS	2
QUEBEC TEST DE FRANCAIS	3
UNIVERSITY OF OTTAWA FRENCH PROFICIENCY TEST	5
FOREIGN SERVICE INTERVIEW TEST	6
GRADE 12 FRENCH SPEAKING TEST SPRING 1984	7
FRENCH SPEAKING TEST (STRUCTURES)	7
STUDENTS' SELF-ASSESSMENT	8
COMPARISONS BETWEEN EARLY- AND LATE-IMMERSION	9
SUMMARY	10
APPENDIX	12
REFERENCES	24

LIST OF TABLES

		Page
1.	CUMULATIVE HOURS IN FRENCH FOR VARIOUS IMMERSION GROUPS, OTTAWA AND CARLETON, 1982	13
2.	PROPORTION OF STUDENTS IN EACH LEVEL OF BILINGUALISM ON LKE 400B TESTS, GRADES 10 AND 12, 1981 AND 1982 . .	14
3.	PUBLIC SERVICE COMMISSION LKE 400B TESTS, GRADES 10 AND 12, OTTAWA, 1981 AND 1982	14
4.	TEST DE FRANCAIS, SEC. IV, GRADES 10 AND 12, OTTAWA, 1981 - 1985	15
5.	TEST DE FRANCAIS SCORES CONVERTED TO SECONDAIRE III: GRADES 8 and 10, OTTAWA, 1983 AND 1985	17
6.	UNIVERSITY OF OTTAWA FRENCH PROFICIENCY TEST RESULTS ADJUSTED FOR DIFFERENCES IN ABILITY, GRADE 12 BILINGUAL-PROGRAM GROUPS, OTTAWA AND CARLETON, SPRING 1984	17
7.	COMPETENCY LEVELS USED WITH FRENCH INTERVIEW TEST, SPRING 1982	19
8.	FOREIGN SERVICE INTERVIEW TEST RESULTS, GRADE 11 PRIMARY- AND LATE-ENTRY GROUPS' OTTAWA AND CARLETON, FALL 1981	20
9.	FRENCH SPEAKING TEST RESULTS ADJUSTED FOR DIFFERENCES IN ABILITY, GRADE 12 BILINGUAL PROGRAM, OTTAWA AND CARLETON, SPRING 1984	20
10.	DESCRIPTIONS USED FOR SCORING OF 1984 GRADE 12 FRENCH SPEAKING TEST	21
11.	GRADE 12 AND 13 STUDENTS' SELF ASSESSMENT OF THEIR FRENCH LANGUAGE PROFICIENCY, BILINGUAL PROGRAM, OTTAWA AND CARLETON, SPRING 1984	22
12.	COMPARISON OF FRENCH PROFICIENCY OF EARLY- AND LATE-ENTRY IMMERSION STUDENTS AT GRADES 8, 10 AND 12 IN OTTAWA AND CARLETON, 1979 - 1985	23

LIST OF FIGURES

Page

1. TEST DE FRANCAIS, SECONDAIRE IV: GRADE 10, OTTAWA AND CARLETON, 1981, 1982 AND 1983. 16

2. DISTRIBUTION OF UNIVERSITY OF OTTAWA FRENCH PROFICIENCY TEST RESULTS, GRADE 12 PRIMARY- AND LATE-ENTRY GROUPS, OTTAWA AND CARLETON, SPRING 1984 18

INTRODUCTION

The question of just how bilingual our immersion students are has been a question asked by virtually everyone with any involvement in immersion programs. Although it is not a question to which an immediate easy response can be given, many of the results of evaluations into second-language learning done by the Research Centre of the Ottawa Board of Education pertain to this question. It is important to remember the results refer to group averages and that there is actually a very wide range of performance on any measure - a range that actually surpasses the range found between the results of groups from various types of immersion programs.

The results of groups of students who entered high school bilingual programs in the Ottawa or Carleton Boards of Education after either primary- or late-entry immersion programs at the elementary level will be considered here. For those who may not be familiar with these programs, Table 1 outlines the cumulative hours in French for various groups at the different grade levels, and is followed by a brief description of each program. As the groups progress through school they become more select due to departures from the program. Of the early- and late-immersion students who entered the program at kindergarten or grade 6 respectively and remained in the system about 60 per cent may be expected to be in a program emphasizing French in grade 9 and about 45 per cent of the original group will still be there by grade 12.

During the 13 years of the evaluation studies many different instruments have been administered to students in immersion programs. The problem of finding tests suitable for immersion students at various

levels has been a perennial one; in many cases the choices made through necessity have not been ideal. Speaking tests have been included as frequently as possible, in spite of the costs and time involved.

Although often the purpose of testing has been to compare results between groups, sometimes tests have been used to compare the results of students to outside criteria. It is this type of test which will be referred to here.

The annual reports prepared for the Ministry of Education give details of the investigations. These and other pertinent reports are listed on the sheet provided and may be ordered from the Research Centre.

PUBLIC SERVICE COMMISSION TESTS

There has always been much interest among parents and teachers in the Ottawa area in comparing the performance of immersion students with that of adults in the Canadian federal public service who take a test for clarification as to their level of bilingualism. Samples of students in bilingual high school programs have been able to take the Public Service Commission's Language Knowledge tests, which are used with applicants for government positions requiring varying degress of facility in French.

Although before 1982 students at various different grade levels in the high school bilingual programs had taken the Public Service Commission test, none of these students had been in the primary-entry stream. However, in the spring of the 1981-82 school year it was possible to test a group of grade 10 bilingual program students in

Ottawa who had followed a primary-entry immersion program in the elementary grades.

The four skills of reading, writing, listening and speaking were tested. The grade 10 primary-entry students and several groups of late-entry students at grades 10 and 12 have, on average, achieved Level B reading, writing and listening, and the lower Level A for speaking. Level B, the highest level attainable on these particular tests, would be required for most positions demanding bilingual competence, while the lower level would be sufficient for some clerical and technical positions. It is possible to achieve a higher level (C) through the use of another test using individual interview procedures, but it is not known how many of the bilingual program students could have reached this level.

Table 2 shows the proportion of grade 10 students who were classified at the A and B levels of linguistic competence for each of the four skills; the classification X denotes scores which are below the minimum for Level A. The table also shows the results obtained in 1981 for grade 12 students who had begun late immersion in grade 6 or 7.

Table 3 shows that the mean scores of the grade 10 primary-entry students and also those in the grade 12 late-entry group were at a B level of linguistic competence for all except the speaking test, on which the average student reached the A level. There were no significant differences between the mean scores of the two groups.

QUEBEC TEST DE FRANCAIS

It has also been of interest to discover how well the various groups of immersion students perform relative to native speakers of the

language. To this end one or more of the levels of the Test de Français, a reading and grammar based test, has been administered to bilingual-program students in grades 8 through 12.

Table 4 shows the results for groups of students in grades 10 through 12 on the level of the test taken by Quebec francophone students in grade 10. The mean score of the Quebec grade 10 francophone group on which the test was normed was 32, as is shown at the bottom of the page, and the approximate percentile achieved by each group compared to these norms is shown at the right. It will be seen that the higher the grade level, the greater the mean score becomes for each group and that the primary-entry groups tend to perform better than the late-entry groups, although this difference is significant in only three out of six cases.

On the Test de français, Secondaire IV, the only significant differences between the early- and late-entry groups of the same board occurred in 1981. While the mean scores for the late-entry groups tended to increase during the period under consideration, those of the early-entry groups showed a tendency to decrease. Hence the differences between early- and late-entry groups also decreased in most cases. Figure 1 shows graphically the changes in the mean scores of these groups for the three test occasions. The results on another test, a French cloze test or Test de mots à trouver, showed similar tendencies between 1981 and 1985.

Since the majority of the Ottawa grade 10 students tested in the spring of 1985 had taken the Test de français, Secondaire I, in the spring of 1983 at the end of grade 8 a comparison between their group results in grades 8 and 10 was also possible. Equipercentile methods

were used to convert both sets of scores to the Secondaire III level (Morrison et al., 1982, p. 17). Table 5 shows the converted scores for this group of students on the two tests.

The difference between the mean scores of the early- and late-entry groups was not significant at either grade level. However, the scores for both program groups at grade 10 were each significantly greater than those for the same group at the grade 8 level. In other words, significant gains had been made by both groups since grade 8.

UNIVERSITY OF OTTAWA FRENCH PROFICIENCY TEST

In the spring of 1984 Ottawa and Carleton grade 12 bilingual program students were sent to the University of Ottawa to take the Test of French Proficiency there. This test is used to determine whether students entering the University have sufficient knowledge of French as a second language to fulfil the requirements of the University without further French language courses. The passing mark of 70 per cent (or 63) is interpreted as indicating that examinees have a minimal ability to understand the content of listening and reading tests, but it is felt that students at this level do not have an adequate level of proficiency to follow courses aimed at francophones without further French language training.

The mean scores (Table 6) for the groups of students from primary- and late-entry immersion were about 83 per cent. There was no significant difference between the primary- and late-entry groups on the total score or on any of the three part scores.

Figure 2 shows the frequency distributions for the primary- and late-entry groups on this test. Both groups show a high proportion of

the students scoring at the upper levels with about 70 per cent of the late-entry and 75 per cent of the primary-entry groups scoring at 80 per cent or better. However, about 7 per cent of the primary- and 10 per cent of the late-entry group did not achieve the level which would exempt them from the required French language courses.

FOREIGN SERVICE INTERVIEW TEST

An effort has been made in the past several years to evaluate the communicative competence of immersion students in speaking French. A half-hour French interview test, similar to that used by the Foreign Service Institute in the United States, has been used with samples of primary- and late-entry students at several grade levels. The scoring system uses a rating of 1 to 5 for the candidate's overall competence in speaking French, with the possibility of modifying these ratings by a plus (+) to indicate a proficiency which substantially exceeds the minimum requirements for the level but falls short of the next higher level. Although eleven different ratings were possible, only one student was given one of the top three scores, representing native-like speech, and the two lowest ratings were not used. Thus, for this population, the scale was effectively one of six points.

The verbal descriptions associated with these ratings indicate that the oral competence of the majority of the immersion students tested may be considered to be able at least to satisfy their routine social needs and limited work needs in French (Level 2 or 2+). Many are also able to speak the language well enough to participate in most ordinary conversations on practical, social or work-related subjects (Level 3 or 3+).

Table 7 gives the verbal descriptions used in Levels 1 to 3 of the interview test, as provided by the Foreign Service Institute. Table 8 shows the distribution of scores for grade 11 students who had been in either primary-or late-entry programs in the two boards and who were tested in the fall of 1981.

GRADE 12 FRENCH SPEAKING TEST SPRING 1984

In the spring of 1984 a three-part French speaking test was administered to samples of grade 12 bilingual program students with primary- or late-entry immersion backgrounds. Each section was devised to test the fluency and communicative competence of the student and each was scored on a five-point rating scale according to a set of descriptions about the typical performance at each level. The four levels achieved by students who took this test are described in Table 10.

The results are shown in Table 9 and indicate that the mean score for both groups fell between a rating of 3 and 4, although that of the primary-entry group was found to be significantly greater than that of the late-entry group. An examination of the descriptions of these two levels may give an idea of the performance of the typical student whose rating would fall between the two.

FRENCH SPEAKING TEST (STRUCTURES)

In the spring of 1982 an experimental French speaking test was constructed in order to examine the degree to which grade 8 and 10 primary- and late-entry immersion students were able to produce certain grammatical structures correctly in spoken French. In each one of the 22 questions a specific structure was anticipated in the response. The

questions were therefore constructed in a way which attempted to preclude other responses and the use of the structure itself or associated ones was avoided in the question.

Although in 1982 at both grade 8 and grade 10 the primary-entry group had a significantly higher mean score than the late-entry one, these differences were not statistically different in grade 10 in 1985. In addition, a significant increase was found in 1982 between grade 8 and 10 for each of the two program groups. A few rather interesting results emerged when the individual items were examined. For example on the first one, which required students to give their age, many responded with "je suis" instead of "j'ai" and some also said "mon âge est...". It was also found that, at both grades, the late-entry group performed better on this item than the primary-entry one. On the other hand, it was not surprising to find that the primary-entry group did substantially better on the use of the conditional and on various negative structures. The question involving the subjunctive was particularly poorly done by all groups.

It seems likely that many of the structures tested could be accurately used by students in writing but that spontaneous oral command of them had not yet been accomplished.

STUDENTS' SELF ASSESSMENT

In order to consider the students' own perceptions of their proficiency in the four skill areas, students in grades 12 and 13 were asked about their degree of proficiency in French in out-of-school situations. Between 67 and 82 per cent of the primary- and late-entry groups felt they could participate with confidence in the receptive

skills of listening and reading. Almost all the others felt their proficiency was adequate and almost none reported considerable difficulty. In the productive skills of writing and speaking, however, only 27 to 49 per cent reported confidence and up to 10 per cent felt they had considerable difficulty. The balance felt their proficiency was adequate. For each skill a greater proportion of the primary-entry students felt they could perform with confidence compared to the proportion of late-entry ones. Table 11 shows these results.

COMPARISONS BETWEEN EARLY- AND LATE-IMMERSION

Of the many different instruments administered to immersion students over the past six years it has often been possible to compare the results of groups which had completed either an early- or a late-immersion program. Table 12 provides a summary of these comparisons from some of the testing done. It may be seen that at the grade 8 level virtually all measures used indicated a significant difference in the mean scores between the two groups. It is interesting to note that the first sizeable groups of early-immersion students to reach grade 10 (1981) had significantly higher scores in almost all measures, but that this was not true for the grade 10 groups tested in 1982 and 1985, although in 1982 the scoring procedures of some of the communicative tests involved rating scales which tend to be less discriminating. The only test to show significant differences in 1985 was the Fluency section of the speaking test. The other tests used in that year showed no significant differences between the groups although they had done so in one of the earlier years.

It was felt that the early immersion students in the later years may not have been influenced as much by the novelty of the program as those who had been enrolled in its early years. The later groups were also larger and perhaps more typical of later enrolment in immersion programs in terms of aptitude and motivation.

For the grade 12 groups tested at the University of Ottawa in 1984 it was again only the speaking test which indicated significant differences between groups.

The results of the testing suggest that differences between early- and late-immersion students tend to become less, particularly on tests of reading and usage, as the students progress through high school. This trend may be at least in part due to a lack of sensitivity in the tests, which have not been developed for the purpose of such comparisons. Moreover, there seems to be a difference in the process of self-selection or other forms of selection among the students enroled in the early- and late-entry programs, whose clientele has also changed as larger groups of early-entry students have progressed through the system.

SUMMARY

Although the results of the foregoing instruments have not led to a magical response to the question, they have given indications of how proficient, in general, our graduates of immersion programs are, particularly with respect to external criteria.

On a reading and grammar based test, although the students did not perform as well as francophone students, their results were nonetheless quite creditable in comparison. On the Public Service Commission Tests

taken the mean scores of all groups were at the highest Level B on reading, writing and listening, but the lower Level A on speaking. The results from the University of Ottawa French Proficiency Test showed that over 70 per cent of the students scored at 80 per cent or higher.

The speaking tests administered have shown that the majority of the students are able to communicate, albeit with some hesitation, errors and vocabulary limitations especially with more specific topics. Not surprisingly, perhaps, speaking in French has appeared to be the weakest of the four skills and listening comprehension possibly the strongest. Students and teachers, too, have often mentioned speaking as the area with the greatest weakness.

It must be recalled again that there are not only students who have gone through immersion programs and emerged with an excellent proficiency in the language, but also those whose ability seems still to be quite basic. One would suspect that the average student, described by the statistical results, could fairly easily become fluent in the language with greater and more constant exposure to the French-speaking milieu. As the graduates of these programs continue their education at the post-secondary level, it will be of interest to find out in what ways they use their French proficiency at college and university, in the labour market and also in their social and cultural activities.

APPENDIX

TABLE 1

CUMULATIVE HOURS IN FRENCH FOR VARIOUS IMMERSION GROUPS, OTTAWA AND CARLETON, 1982

Grade	Primary-entry		Late-entry	
	Ottawa	Carleton	Ottawa	Carleton
9	6030	5780	2970	2180
10	6480	6160	3420	2450
11	6900	6360	3490*	2720
12	--	--	3940*	2990

* These students had taken a 20-minute core French program prior to entry into the immersion program, whereas later groups had a 40-minute core program.

IMMERSION PROGRAMS IN OTTAWA AND CARLETON

Primary-entry:

- Begins in kindergarten
- All instruction in French in kindergarten and grade 1
- About 60 minutes daily in English, starting in grade 2
- Gradual increase in English instruction to 50% by grade 6

Late-entry:

- Ottawa begins in grade 6 with 100% French, followed by 50% in grades 7 and 8
- Carleton begins in grade 7 with 80% French, followed by 80% in grade 8

Secondary-level bilingual programs:

- 2 to 4 courses (out of 8) in French each year, in grades 9 through 12
- French language and literature at each grade level
- options available and amount of choice varies with school

TABLE 2

PROPORTION OF STUDENTS IN EACH LEVEL OF BILINGUALISM
ON LKE 400B TESTS, GRADES 10 AND 12, 1981 AND 1982

Grade and group (EFI = Primary-entry) (LFI = Late-entry)	Per cent reaching given level of bilingualism			Number of students
	B	A	X	
Reading				
Gr. 10 (1982) Ottawa EFI	58	38	4	48
Gr. 12 (1982) Ottawa/Carleton LFI	72	25	3	53
Listening				
Gr. 10 (1982) Ottawa EFI	85	15	0	48
Gr. 12 (1981) Ottawa/Carleton LFI	87	13	0	53
Writing				
Gr. 10 (1982) Ottawa EFI	83	17	0	48
Gr. 12 (1981) Ottawa/Carleton LFI	83	15	2	53
Speaking				
Gr. 10 (1982) Ottawa EFI	38	44	18	48
Gr. 18 (1981) Ottawa/Carleton LFI	20	72	8	53

TABLE 3

PUBLIC SERVICE COMMISSION LKE 400B TESTS,
GRADES 10 AND 12, OTTAWA, 1981 AND 1982

Group	Reading		Writing		Listening		Speaking		N
	Mean	SD	Mean	SD	Mean	SD	Mean	SD	
Primary-entry, Grade 10, 1982	22.6*	4.2	14.9*	2.4	30.7*	2.3	44.0#	12.3	48
Late-entry, Grade 12, 1981	24.0*	3.5	16.3*	3.8	30.8*	2.6	43.3#	9.9	36

* Mean classified at B level of linguistic competence on PSC scale.

\# Mean classified at A level of linguistic competence on PSC scale.

TABLE 4

TEST DE FRANCAIS, SEC. IV,
GRADES 10 AND 12, OTTAWA, 1981 - 1985

Group		Mean	SD	N	Approximate percentile relative to grade 10 francophone norms#
Grade 10					
Primary-entry					
Ottawa	1985	23.9	6.2	98	25
Ottawa	1982	22.8	6.3	79	20-25
Ottawa	1981	25.4*	7.3	29	30
Carleton	1982	26.2	6.5	22	30
Carleton	1981	27.9*	8.9	40	35
Carleton	1985	24.1	5.9	169	25-30
Late-entry					
Ottawa	1985	24.8	6.9	47	25-30
Ottawa	1982	21.6	6.3	45	20
Ottawa	1981	19.7	6.4	61	15
Carleton	1985	23.3	6.9	135	25
Carleton	1982	22.4	5.2	66	20
Carleton	1981	21.9	5.4	61	20
Grade 11					
Primary-entry					
Ottawa	1982	28.3	10.1	20	40
Carleton	1982	31.6*	8.3	35	45-50
Late-entry					
Ottawa	1982	23.8	7.0	47	25
Carleton	1982	24.5	6.4	55	25-30
Grade 12					
Late-entry					
Ottawa	1982	27.4	6.4	43	35
Carleton	1982	28.8	9.5	32	40

* Mean of this group significantly greater than that of the late-entry group in the same board in the same year ($p < 0.05$).

The mean score of the 5000 grade 10 Quebec francophones on whom the test was normed was 32.0.

FIGURE 1

TEST DE FRANCAIS, SECONDAIRE IV:
GRADE 10, OTTAWA AND CARLETON, 1981, 1982 AND 1985

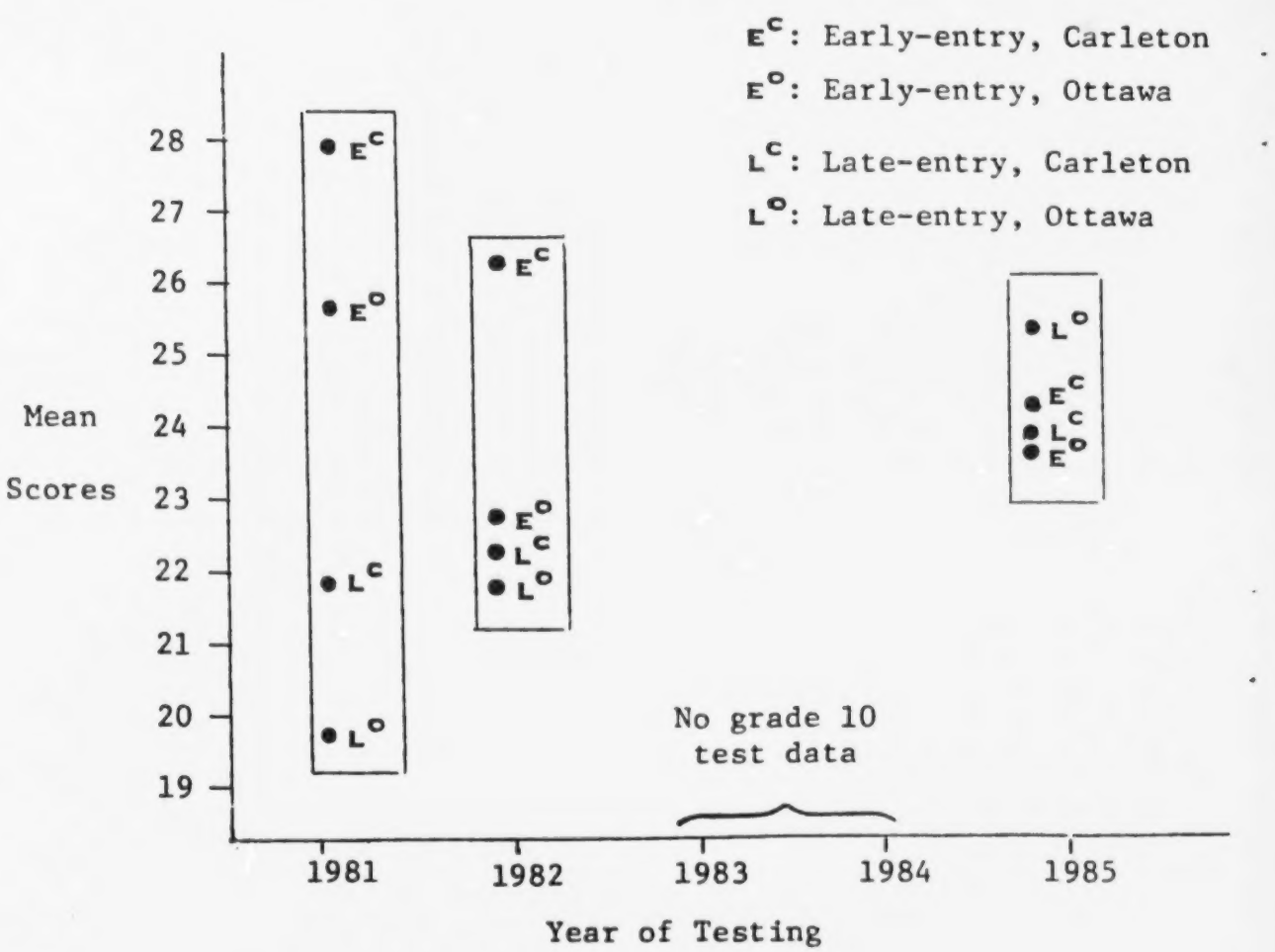

TABLE 5

TEST DE FRANCAIS SCORES CONVERTED TO SECONDAIRE III:
GRADES 8 AND 10, OTTAWA, 1983 AND 1985

Group	N	Grade 8 score		Grade 10 score	
		Mean	SD	Mean	SD
Early-entry	93	19.0	3.9	22.3*	4.9
Late-entry	46	18.7	3.8	24.3*	5.8

* Mean significantly greater than grade 8 score for the same group ($p < 0.05$)

TABLE 6

UNIVERSITY OF OTTAWA FRENCH PROFICIENCY TEST RESULTS
ADJUSTED FOR DIFFERENCES IN ABILITY,
GRADE 12 BILINGUAL-PROGRAM GROUPS, OTTAWA AND CARLETON, SPRING 1984

	Primary-entry			Late-entry		
	Adj.Mean*	SD	N	Adj.Mean*	SD	N
Part 1, Listening	25.9	3.7	63	25.1	3.7	62
Part 2, Reading	24.8	4.3	63	25.1	4.3	62
Part 3, Cloze	24.4	2.5	63	24.3	2.4	62
Total score	75.1	8.1	63	74.5	8.0	62

* The adjusted means were the same as the unadjusted means in all but one case in which there was a difference of only 0.1.

FIGURE 2

DISTRIBUTION OF UNIVERSITY OF OTTAWA FRENCH PROFICIENCY TEST RESULTS, GRADE 12 PRIMARY- AND LATE-ENTRY GROUPS, OTTAWA AND CARLETON, SPRING 1984

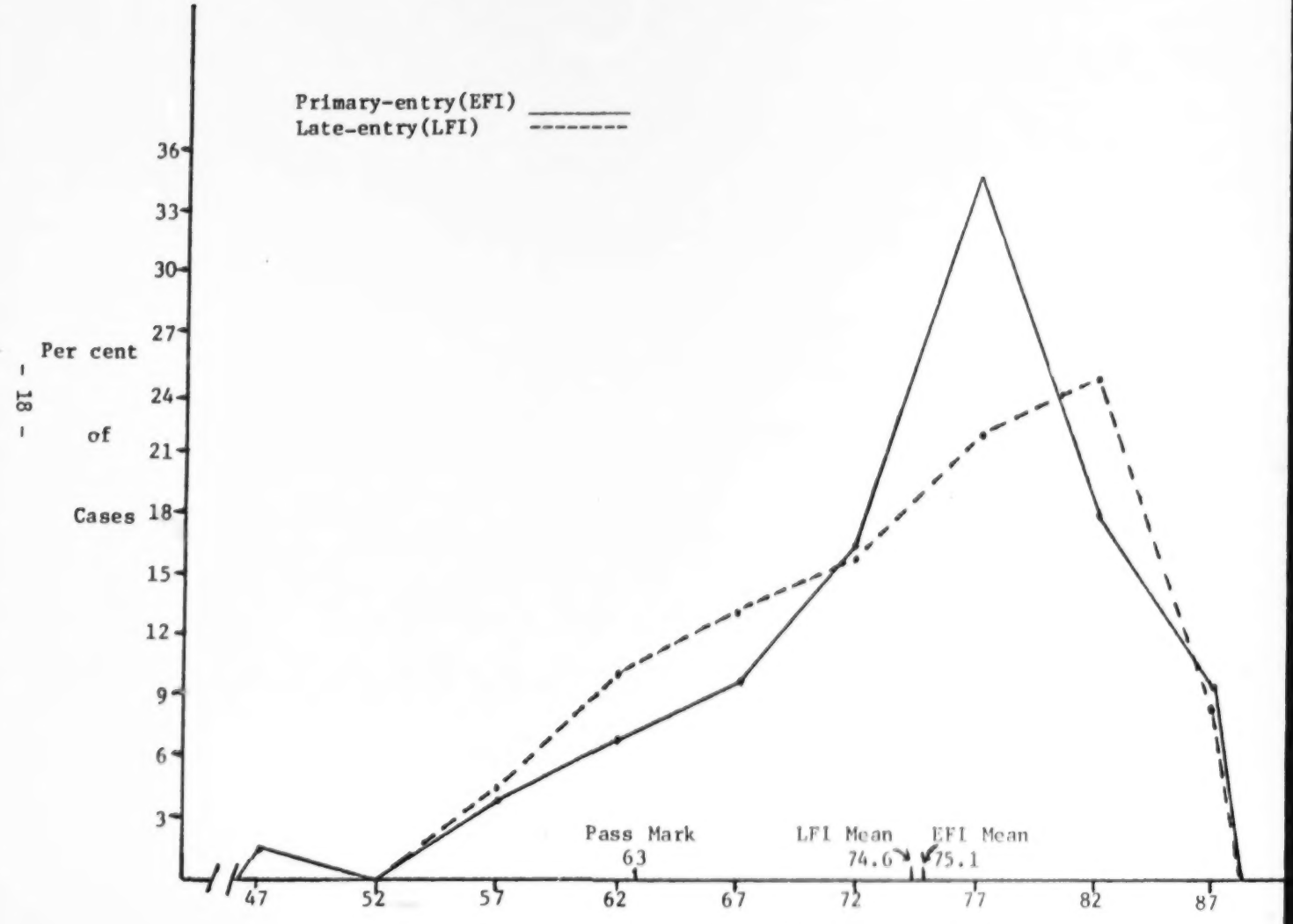

TABLE 7

COMPETENCY LEVELS USED WITH FRENCH INTERVIEW TEST, SPRING 1982

Level 1

Can satisfy routine travel requirements and minimum standards of courtesy. Can ask questions and respond on very familiar subjects; with limited experience in the language can understand simple questions or statements if the speaker uses slow, clear speech, repetition and paraphrase; vocabulary inadequate for expressing other than the most basic needs; frequent errors of pronunciation and grammar but may be understood by a native of the language who is accustomed to dealing with foreigners to his language. Although basic requirements differ considerably between individuals, persons achieving Level 1 can order a simple meal, ask for shelter or lodging, ask for and receive simple road directions, do shopping and tell time.

Level 2

Can satisfy routine social and limited professional needs. Can express what is wished with assurance, but not without some difficulty, in most social situations comprising introductions and familiar conversations on most matters of current interest as well as work, family and autobiographical details; can speak with assistance of limited professional needs; can infer the essentials from most nontechnical conversations; fluent vocabulary, sufficient for roundabout expression; an accent which though intelligible contains errors; can usually handle elementary constructions with accuracy but lacks assurance in many aspects of grammar.

Level 3

Can speak the language with sufficient lexical and structural control to participate in most ordinary or official conversations on practical, social or professional subjects. Can discuss particular interests or special areas of competence with reasonable ease, shows comprehension for a normal rate of conversation; vocabulary is extended enough that the candidate is rarely at a loss for words; accent could seem entirely foreign; good use of grammar, errors never obscure meaning and rarely disturb the native speaker.

TABLE 8

FOREIGN SERVICE INTERVIEW TEST RESULTS, GRADE 11
PRIMARY- AND LATE-ENTRY GROUPS, OTTAWA AND CARLETON, FALL 1981

Competence level	Program and board							
	Primary-entry				Late-entry			
	Ottawa		Carleton		Ottawa		Carleton	
	Number	%	Number	%	Number	%	Number	%
1	1	6	0	0	2	6	2	9
1+	2	11	3	13	7	21	4	18
2	7	39	6	26	10	29	8	36
2+	4	22	6	26	10	29	5	23
3	3	16	7	31	2	6	3	14
3+	1	6	1	4	3	9	0	0
Total	18	100	23	100	34	100	22	100

TABLE 9

FRENCH SPEAKING TEST RESULTS ADJUSTED FOR DIFFERENCES IN ABILITY,
GRADE 12 BILINGUAL PROGRAM, OTTAWA AND CARLETON, SPRING 1984

	Primary-entry			Late-entry		
	Adj.Mean*	SD	N	Adj.Mean*	SD	N
Part I	3.5	0.6	46	3.2	0.6	49
Part II	3.6	0.6	46	3.3	0.7	49
Part III	3.8	0.6	46	3.4	0.7	49
Mean	3.6		46	3.3		49

* The adjusted and unadjusted means were the same in every case.

TABLE 10

DESCRIPTIONS USED FOR SCORING OF 1984 GRADE 12 FRENCH SPEAKING TEST

Rating 2: Speech is frequently hesitant and jerky, but the student manages to rephrase and continue, sometimes with inconsistent or incomplete passages. Although there is general accuracy in basic grammatical construction, errors exist. Vocabulary is adequate for basic conversations, although the limitations of vocabulary prevent precision and more detailed conversation. Pronunciation and accent, though sometimes faulty, almost never impede meaning.

Rating 3: Speech may still be somewhat uneven, with bursts of fluency ending with a groping for words or construction. Cannot sustain coherent structures in longer more complex utterances or unfamiliar situations and the ability to give precise information is limited. Some hesitation and circumlocution or rephrasing is necessary due to the limitations of vocabulary. Has control of elementary constructions quite accurately, but errors occur in the more complex ones. Pronunciation, though not perfect, is intelligible. A fair amount of relevant information is conveyed, although not always in a manner appropriate to audience and situation.

Rating 4: Speech is generally continuous, but may include some slight hesitation or stumbling. There are only a few errors of grammar and the vocabulary is generally appropriate with a fairly good range of more precise words. There are few errors or hesitations of accent and pronunciation. Most of the relevant information is conveyed, usually in an appropriate manner.

Rating 5: Speech is natural and continuous with no grammatical errors. Any pauses correspond to those that might be made by a native speaker. Vocabulary is appropriate, extended and varied. Pronunciation is excellent. All relevant information is conveyed in a manner appropriate to the situation.

TABLE 11

GRADE 12 AND 13 STUDENTS' SELF ASSESSMENT OF THEIR FRENCH LANGUAGE PROFICIENCY, BILINGUAL PROGRAM, OTTAWA AND CARLETON, SPRING 1984

Skill and proficiency	Per cent of group	
	EFI N=120	LFI N=124
Listening		
With considerable difficulty	1	0
Adequately	17	30
With confidence	82	70
Reading		
With considerable difficulty	0	1
Adequately	19	32
With confidence	81	67
Writing		
With considerable difficulty	3	3
Adequately	48	69
With confidence	49	28
Speaking		
With considerable difficulty	6	10
Adequately	57	63
With confidence	37	27

TABLE 12

COMPARISON OF FRENCH PROFICIENCY OF EARLY- AND LATE-ENTRY IMMMERSION STUDENTS AT GRADES 8, 10 AND 12 IN OTTAWA AND CARLETON, 1979 - 1985

Grade	Year	Measure	EFI (p 0.05)	LFI (p 0.05)	
			Ottawa	Carleton	Combined
8	1979	Compréhension auditive	yes	yes	---
		Compréhension de l'écrit	yes	yes	---
		Mots à trouver D	yes	yes	---
		Français I	yes	yes	---
8	1980	IEA IV Reading	yes	yes	---
		Mots à trouver D	yes	yes	---
		Français I	yes	yes	---
		Interview Test	yes	yes	---
8	1982	Français I	yes	yes	---
		Speaking Test (Structures)	no	no	yes
9	1982	Francais III	no	yes	---
		IEA IVS Listening	n/a	yes	---
10	1981	IEA Listening	no	yes	---
		IEA IVS Reading	yes	yes	---
		IEA IV Writing	yes	yes	---
		Mots à trouver C	yes	yes	---
		Français IV	yes	yes	---
10	1982	Français IV	no	no	---
		French Writing: Holistic	no	no	no
		French Writing: Word Choice	no	no	yes
		Speaking Test (Structures)	no	no	yes
10	1985	Français IV	no	no	---
		Mots à trouver C	no	no	---
		Speaking Test (Structures)	no	no	no
		Speaking Test (Fluency)	no	no	yes
11	1982	Français IV	no	yes	---
		IEA IVS Listening	n/a	yes	---
12	1984	U of O Fr. Prof: Listening	---	---	no
		Reading	---	---	no
		Cloze	---	---	no
		Total	---	---	no
		Psych. Pre-Test: Listening	---	---	no
		Dictation 1	---	---	no
		Dictation 2	---	---	no
		Speaking Test:	---	---	yes

Note: In 1984 no comparisons were made within the individual boards, while in earlier years results were not usually combined for early or late immersion students across boards, except for the small samples taking speaking tests.

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